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# **graduate COMMITTEE curriculum PROPOSAL FORM**

## A. Cover page (rover over text for more instructions- please delete red instructions)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_49x2ik5) | ELED 559 | | | | |  |
| Academic Unit | School of Education | | | | |
| A.2. [Proposal type](#3znysh7) | Course: reduction in number of credits  Program: MAT | | | | |
| A.3. [Originator](#tyjcwt) | Martha Horn | | [Elementary](#3dy6vkm) Education | |  | |
| A.4. [Rationale](#1t3h5sf)  Additional Information for [new programs](#3znysh7) | ELED 559: Student Teaching in the Elementary School is a semester-long, field-based course which MAT teacher candidates take during the last semester of their program. It has been a 7-credit course. We propose changing it to 4 credits, to be consistent with other graduate programs whose internships, student teaching, field training is 4 credits.  Reducing the number of student teaching (ELED 559) credits from 7 to 4 also allows us to be in competition with regional MAT programs without impacting the quality of our program. | | | | | |
| A.5. [Student impact](#2p2csry) | none | | | | | |
| A.6. [Impact on other programs](#147n2zr) | none | | | | | |
| A.7. [Resource impact](#3o7alnk) | [Faculty PT & FT](#4d34og8): | none | | | | |
| [Library:](#2s8eyo1) | none | | | | |
| [Technology](#17dp8vu) | none | | | | |
| [Facilities](#3rdcrjn): | none | | | | |
| A.8. [Semester effective](#23ckvvd) | Summer I 2024  At the start of the 2024 cohort | A.9. [Rationale if sooner than next Fall](#23ckvvd) | | Summer I, 2024  The MAT Intensive One-Year program begins in May and ends in May. It is necessary that this change in the number of course credits be reflected on the Plans of Study of the incoming cohort: 2024-2025 | | |
| A.10 [Changes to the website](#1pxezwc) | Catalog Changes Only | | | | | |

B. NEW OR REVISED COURSES

|  | Old ([for revisions only](#ihv636)) ONLY include information that is being revised, otherwise leave blank | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#lnxbz9) | ELED 559 | ELED 559 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#35nkun2) | Student Teaching in the Elementary School | Student Teaching in the Elementary School |
| B.4. [Course description](#1ksv4uv) |  |  |
| B.5. [Prerequisite(s)](#44sinio) |  |  |
| B.6. [Offered](#32hioqz) | Spring | As needed | Spring | As needed. |
| B.7. [Contact hours](#2jxsxqh) |  |  |
| B.8. [Credit hours](#z337ya) | 7 | 4 |
| B.9. [Justify differences if any](#3j2qqm3) |  | |
| B.10. [Grading system](#1hmsyys) | S/U | Letter S/U |
| B.11. [Instructional methods](#1y810tw) | Fieldwork | | Fieldwork |
| B.11.a [Delivery Method](#1y810tw) | On campus | Distance learning |  [% Online](#41mghml) | Asynchronous |Hybrid | On campus | Distance learning |  [% Online](#41mghml) | Asynchronous |Hybrid |
| B.12.[Categories](#4i7ojhp) | Required for program / Required for Certification | Required for program / Required for Certification |
| B.13. [How will student performance be evaluated?](#2xcytpi) | Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers |  Class Work | Interviews | Quizzes |  Performance Protocols | Projects |  | Reports of outside supervisor | Studio work | Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers |  Class Work | Interviews | Quizzes |  Performance Protocols | Projects |  | Reports of outside supervisor | Studio work |
| B.14. [Redundancy with, existing courses](#1ci93xb) | none |  |
|  |  | |

| B.16. [Course learning outcomes](#3whwml4): List each outcome in a separate row | [Professional organization standard(s)](#2bn6wsx), if relevant | [How will each outcome be measured?](#2grqrue) |
| --- | --- | --- |
| • reflect openly about learning and teaching—yours and that of others—with a critical eye and a sense of compassion | • RIPTS 8, 10  • Prep RI  • Equity: English Learner  Programs • MTSS | • Formal visits of cooperating teacher and college supervisor / RI-ICEE  • Teacher Candidate Work Sample |
| • apply knowledge and skills needed for planning units, assess student learning, and use data from instruction and standardized testing to make informed decisions related to planning and future instruction | * RIPTS 2, 3, 4, 5, 9 * Prep RI   • HQCM, • RICAS | • Formal visits of cooperating teacher and college supervisor / RI-ICEE  • Teacher Candidate Work Sample |
| • address and comply with current state and national initiatives, problems and issues | * RIPTS 7, 11 * Prep RI | • Formal visits of cooperating teacher and college supervisor / RI-ICEE  • Teacher Candidate Work Sample |
| • demonstrate the role of professional teacher who collaborate with families, school personnel and community agencies | * RIPTS 1, 7 * Prep RI | • Formal visits of cooperating teacher and college supervisor / RI-ICEE  • Teacher Candidate Work Sample |
| • analyze moments of teaching—your own and those of strangers and colleagues—through a variety of lenses: reflect with insight, informed intuition, knowledge and information, and respond with thoughtfulness, sensitivity, and honesty | * RIPTS 4, 6, 10 * Prep RI | • Formal visits of cooperating teacher and college supervisor / RI-ICEE  • Teacher Candidate Work Sample |
| • reveal knowledge of, and first-hand experience engaging with current contexts of school (equity and justice, culturally responsive teaching, family engagement, learner diversity, etc.) | * RIPTS 2, 3, 4, 5, 9 * Prep RI | • Formal visits of cooperating teacher and college supervisor / RI-ICEE  • Teacher Candidate Work Sample |
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| B.17. [Topical outline](#qsh70q): Please do not include a full syllabus |
| --- |
| 1. Learnings    1. Weekly One-Pager: What did I learn this week?    2. Why is it significant?    3. How will it inform my work as I go forward? 2. Assigned Readings / Discussions    1. Choice Words: How the language we use affects children’s learning (P. Johnston)    2. Glover and Cleveland (2015) *The Teacher You Want to Be: Essays about Children, Learning, and Teaching. Portsmouth, NH: Heinemann*    3. *Newkirk, T. (2023). Literacy’s Democratic Roots: A Personal Tour Through 8 Big Ideas. NH: Heinemann*    4. Burkins, L & Sibberson, F. (2023). *Classroom Design for Student Agency*. NCTE |

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_vx1227) | Date |
| --- | --- | --- | --- |
| Martha Horn | Program Director of MAT | Martha Horn | 1/26/24 |
| Leslie Sevey | Chair of Elementary Education | Leslie A. Sevey | 1/26/24 |
| Carol Cummings | Dean of FSEHD |  | 1/26/24 |

##### D.2. [Acknowledgements](#3as4poj):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

| Name | Position/affiliation | [Signature](#1pxezwc) | Date |
| --- | --- | --- | --- |
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